



CDAT

*How to support your child's learning
at home.*

KS2



At home we expect the children to:



- *Aim to read and comment in their reading journals 5 times a week.*
- *Bring their books in everyday, read or not. This creates a routine for your child which will make it easier to stick to.*
- *Complete the spellings set by the classteacher on 'Purple Mash' The children will be tested weekly.*
**If your child is receiving Orrett's Meadow support, please prioritise the work set by Mrs Allen.*
- *All children have a TT Rock Stars login and are expected to practise their tables frequently.*

There is so much more you can do to support your child's learning at home, read on for some fun and inspiring ideas!



Reading for pleasure



If you can encourage your child to read for pleasure, they will really reap the benefits. It might not seem like a particularly important task, but actually, research shows that reading for pleasure can be directly linked to children's success throughout their time at school and even into adulthood.

Here are 10 reading alternatives to books that can be used to 'shake up' your reading week and can be added to your child's 'Reading Record!'

1. Comics
2. Letters or Postcards
3. Magazines
4. Closed captioning on their favourite TV show - turn the volume off and read along together!
5. Menus
6. Recipes
7. Websites/blogs
8. Seed packs
9. Joke books
10. Books THEY write!



Questions! Questions! Questions!

During reading:

- *Tell me what is happening in the pictures?*
- *What has happened so far? Is it what you expected to happen?*
- *What might happen next? How do you think the story might end?*
- *What sort of character is....? Is he/she friendly/ mean/nice...? How do you know?*
- *Ask children about events in the story: How would you feel if you had been that character? Has anything like that happened to you? Would you like that to happen to you?*
- *If reading an information book: What facts have you read? Have you learnt anything new? What does this page tell you about? Is there anything that interests you on this page?*

Where would you go to find information about....?



More Questions!

At the end of reading:

- *What was your favourite part? Why?*
- *What was the most interesting/ exciting part of the book? Can you find it?*
- *What sort of character is....?*
- *Why did that character do ... (give a situation/ event from the story)?*
- *What happened in the story?*
- *Are there any words that you don't understand or don't know what they mean?*
- *Who are the main characters in the story? What character would you like to be?*
- *Why are some words written in capital letters? Italics? Bold print? Different colour?*
- *Would you like to read another story by this author or illustrator?*
- *Have you read any other books like this one? Is it happy/sad/ scary/ exciting? Why do you think this?*
- *Does this story remind you of anything that has happened to you?*
- *Tell me about some other books that you have read recently.*
- *Did you like this book? Why? (Encourage children to develop their opinion about books by encouraging them to explain their reasons)*



Ways to support your child with writing




- Help your child write a letter to their favourite author. Correspondence can often be sent to an author's publisher (whose details can be obtained on the internet) who will pass it on.
- When you go on holiday, encourage children to write postcards to friends or relatives. They could record things that you do in a holiday diary which they can share with friends or relatives when they get home.
- After making a cake or doing a craft activity, challenge children to write the recipe or instructions for someone else to use.
- Write an information page or booklet about something they find interesting e.g. spiders, Dr Who, dinosaurs, cats, etc. Draw a picture and label it or write a caption to go with it.
- Encourage your child to learn weekly spellings and graphemes and words containing those graphemes taught each week in phonics alongside those Harder to read and spell words! Write the spellings in sentences with accurate punctuation and practise high frequency words and handwriting.
- Provide your child with a comfortable place to work and exciting writing materials. A dictionary and thesaurus would also be useful.

- Talk through their ideas with them before they start to write, for example, prompt them to think about how they intend to tackle a subject.
- Help them to reflect on their writing, particularly the effect they hoped to have on the reader. For example, is the reader sufficiently prepared for the ending? Have they introduced all the characters?
- Encourage them to read through their work, shaping their sentences for clarity and impact and checking their accuracy.

*This is the handwriting
style we teach in school.*



Ideas for supporting Spellings at home.

<p>Cloud Writing</p> <p>Say a target spelling word and then your child has to write the word in the air whilst saying each letter aloud. The movements can be as big and as exaggerated as he or she wants. The bigger the movements, the more fun they'll have!</p>	<p>Chalk Words</p> <p>Buy a pack of coloured chalk and allow your child to write their spelling words on your driveway or on an area of outside paving. With our typical British climate, it isn't long until the words will be washed away by the rain ready to start again. Children love this activity as it allows them to write where they wouldn't normally be allowed to!</p>	<p>Words on your Back!</p> <p>A fun and sometimes 'tickly' way to learn words. Sit with your back facing your child and ask them to write one of his or her spelling words on your back. If spelt correctly, he or she gets a point. If spelt incorrectly, provide the spelling on paper or say each letter aloud so your child can write it on your back correctly. Allow your child to check if you can spell the word correctly too by swapping roles.</p>
<p>Spell Text</p> <p>Ask your child to write all their spellings in a text or as message and send it back to yourself or another phone owner within the household. Check the spellings once sent. Encourage them to re-send any that they get wrong. Alternatively, you could ask your child to text or message a silly story with their target spelling words in. They often love the opportunity to engage with technology and write nonsense stories!</p>	<p>Make the headlines</p> <p>Cut letters out from newspapers and magazines and make your spelling words.</p> 	<p>Pyramid Writing</p> <p>Make a pyramid using the letters in your spelling words.</p> <p>W</p> <p>WO</p> <p>wor</p> <p>word</p> <p>words</p>
<p>Silly Sentences</p> <p>Write silly sentences using a spelling word in each sentence.</p>	<p>Backwards Words</p> <p>Write your spelling words forwards and then again backwards.</p>	<p>Rainbow Spelling</p> <p>Write your spelling words in different colours!</p> <p>spelling</p> <p>spelling</p>

Maths is all around!

Here are a few ideas to get you thinking about numbers with your children. Some ideas that work almost anywhere include:

- 1. Talk about time. For example, get your child to work out what time you need to leave the house to get to school on time.*
- 2. Talk about the shape and size of objects. Look online for interesting facts, like tallest and shortest people, or biggest and smallest buildings etc.*
- 3. Collect information and create a tally chart – for example to find out the family's favourite animal or fruit etc.*



Around the house



- 1. Cooking. Measure ingredients and set the timer together. Get your child to work out how much more food you will need if extra people are coming for dinner.*
- 2. When you are sharing food like pizza or cake, ask your child to help you share it equally between the number of people eating.*
- 3. Solve problems at home. For example, ask your child how many apples to buy at the shop and why, or how long it will take you to get to Gran's house if you go to the library on the way.*

Out and about



- 1. Go on a shape hunt. How many circles, squares, rectangles or triangles can your child find? Are they 2D or 3D? Try getting them to look for patterns and symmetry.*
- 2. Ask your child to give you directions to a local landmark or an important place. Get them to work out how long each stage of the journey takes.*
- 3. Use sticks for shape challenges – for instance, how many triangles can they make with 9 sticks?*
- 4. Explore the local area. Ask your child to guess how many buildings are on the street, how far it is to the nearest river, or how many dogs and cats live in your town. Ask for the reasons behind their answers.*

Using Money

1

Estimate

At the shops, ask your child to estimate how much 3 or 4 items will cost together.

2

Pocket money

Give your child small amounts of pocket money. For example, you might give them 50p a week and ask them what they think they can buy with it – or, if they want to save for something bigger, how long it will take to reach their goal.

3

What have we bought?

Talk about the items you buy. Ask your child which are more expensive, which are cheaper, which are heavier, which are lighter etc.

4

Quantities

Explore quantities by asking your child to think about how many different ways they can make £1. For example, how many 10p coins do you need to make £1?

5

Correct change

When you buy something, get your child to hand you the correct money and check the change with them afterwards.

6

Talk to your child about where money comes from.

Talk about how we get paid to do work or explain the other places that money comes from. You can also talk about this in relation to their own money, whether gifts or pocket money.



Home Projects

On the following slides are ideas for mini projects based on our learning over the school year.

These are not compulsory but are a great way to extend your child's learning at home.







There will be opportunities to share and display the work within class.

Autumn Term 1: Science: Animals including Humans
Autumn Term 2: Science: Electricity
Spring Term 1: Science: Evolution and Inheritance
Spring Term 2: Science: Light
Summer Term 1: Science: Living things and habitats
Summer Term 2: Science : Living things and habitats

History: WW2
Geography: UK
History: WW2 local study
Geography: Local area and region
Geography: Local area and region
History: Books through time

**Projects will be updated termly.*

WW2

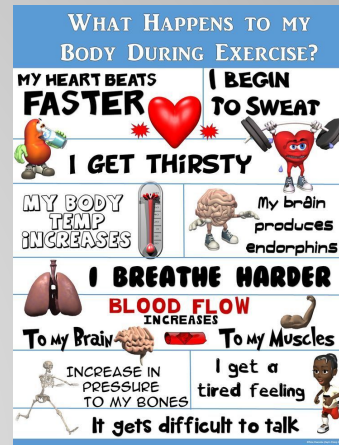
 Evacuee Suitcase	Create a small "evacuee suitcase" using a box or bag. Include labelled items (ration book, toy, photo, socks) and write a short diary entry.	Understand what life was like for evacuee children during WWII.
 Ration Recipe	Research and make a simple wartime recipe (e.g. carrot cookies or mock banana). Take photos and describe how rationing affected meals.	Learn how rationing changed people's diets and daily life.
 WWII Timeline	Create a timeline (1939–1945) showing key events. Add family or local links if possible.	Develop chronological understanding of major WWII events.
 Letter from the Home Front	Write a letter as an evacuee, soldier or nurse describing your wartime experience. Tea-stain the paper for effect!	Empathise with and describe experiences of people during the war.
 Propaganda Poster	Design a poster encouraging people to help the war effort (e.g. "Dig for Victory"). Explain your message and audience.	Understand how propaganda was used to influence people's behaviour.
 Anderson Shelter Model	Build a small model of an air-raid shelter using a cardboard box and household materials. Label the parts.	Understand how civilians protected themselves during the Blitz.

Animals including Humans



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www.browardsave.com

	B	L	D
Monday	Veggie Omelette	Low Fat Chicken Salad*	Vegetable Beef Alphabet Soup*
Tuesday	Protein Packed Smoothie*	Packed Chicken Caesar Pasta Salad*	Baked Spaghetti w/ Hidden Veggies*
Wednesday	Assorted fruit bowl, 2 egg whites	Chicken Veggie Tots*	Cheesy Vegetable + Turkey Sausage Medley*
Thursday	Yogurt granola parfait	Chicken and Apple Balls with BBQ*	Oven Fried Chicken*
Friday	Whole wheat pancakes and bananas	Salad with romaine	Skinn Chicken, Vegetable + Stuffing Casserole*
Saturday	Veggie Omelette	Dill Zucchini Fritters*	Stuffed Pasta Shells*
Sunday	Oatmeal with blueberries	Leftover Stuffed Pasta Shells	Baked Cauliflower Ziti*



Make a Model of the Circulatory System :Use red and blue string or straws to show oxygenated/deoxygenated blood. Use labels for heart, lungs, veins, arteries and capillaries. They could even make a moving model using balloons or syringes to show “pumping blood.”Add a short explanation video or poster describing how blood travels around the body.

Fitness Investigation: Do a simple heart rate experiment – measure resting pulse vs. after exercise. Compare different exercises (e.g. skipping, jogging, dancing). Present using a table, chart or poster.

Design a “Healthy Lifestyle” Week Plan: Create a menu and daily routine for a week that supports a healthy heart.

Suggested Websites

<https://mathsframe.co.uk/>

<https://play.ttrockstars.com/auth>

<https://home.oxfordowl.co.uk/>

<https://www.nationalnumeracy.org.uk/helping-children-maths>

<https://www.improvingliteracy.org/resource/supporting-your-child-s-literacy-at-home>

*We hope you feel inspired to try some of
our suggestions for supporting your child
at home!*

